

**Education Development Center
Time to Learn Project
QUARTERLY REPORT
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ACRONYMS AND ABBREVIATIONS

ASRH	Adolescent Sexual Reproductive Health
CAMFED	Campaign for Female Education
CDC	Curriculum Development Center
COP / DCOP	Chief of Party / Deputy Chief of Party
CPD	Continuous Professional Development
CS	Community School
DAPP	Development Aid from People to People
DEBS	District Education Board Secretary
DRCC	District Resource Center Coordinator
DSWAC	District Welfare Assistance Committee
ECZ	Examinations Council of Zambia
EDC	Education Development Center
EGRA	Early Grade Reading Assessment
ELM	Education Leadership and Management
FAWEZA	Forum for African Women Educationalists in Zambia
FGD	Focus Group Discussions
MESVTEE	Ministry of Education, Science, Vocational Training and Early Education
M&E	Monitoring and Evaluation
OGCS	Operational Guidelines for Community Schools
OVC	Orphans and Vulnerable Children
PEO	Provincial Education Officer
PCC	Project Coordination Committee
PCSC	Parents Community School Committee
PLP	Primary Literacy Program
POC	Provincial Outreach Coordinator
RTS	Read to Succeed Project
SCOPE	Standards-based Classroom Observation Protocol for Educators
SBC	School Based Selection Committees
TESS	Teacher Education and Specialized Services
TTL	Time to Learn
TLC/TGM	Teachers Learning Circle / Teachers Group Meeting
TLM	Teaching / Learning Material
USAID	United States Agency for International Development

VDC	Village Development Committee
WASH	School Water and Sanitation and Hygiene Education Project
ZIC	Zonal In-Service Coordinator

EXECUTIVE SUMMARY

During the 4th quarter of FY 2014:

1,926 Community School teachers were trained in Literacy Instruction and School Based Assessment.

693 members of 693 Parents Community School Committees were trained in mobilizing community to support children reading at community and household level.

TTL trained 15 PEO / DEBS official from Muchinga and Northern province in the new e-EGRA Instruct formative assessment tool.

TTL continued to track scholarship beneficiaries in their transition from basic school (grade 9) to secondary school (grade 10). After verification of their enrolment in schools, TTL has paid scholarships for 3,112 OVCs during the quarter, and now 8,106 OVCs have been provided a scholarship under the TTL scholarship program.

TTL continued to monitor the scholarship program and to collect students' receipts for scholarship payments.

The wife of the Vice President of United States, Dr. Jill Tracy Biden, along with Mr. Rajiv Shah, the Administrator for USAID, Catherine Russell, US Ambassador for Global Women's Issues, and Mrs Scott, Wife of the Vice President of Zambia visited Shalom Community School in Chilanga District, Lusaka, a school supported by Time To Learn. They observed a reading class in grade 2 and then addressed local officials, teachers and parents in a ceremony at the school.

2,200 phones were procured and loaded with the Stepping Stones software. The software will allow the inclusion of videos and teaching material in the phones.

TTL has continued the preparation of the mid-line evaluation in Coordination with RTS and RTI.

TTL 2015 Workplan was finalized with all ten PEOs. All ten PEOs were invited in order to review TTL roll out plan with new provinces.

I. PROJECT OVERVIEW

The Time to Learn (TTL) project is USAID/Zambia's education program which aims to improve educational outcomes among orphaned and vulnerable children (OVC) enrolled in community schools. TTL partners with the Ministry of Education, Science, Technology, Vocational Training, and Early Education (MESVTEE) to develop an effective, replicable and sustainable model for reinforcing reading success and responding to the economic, social and psychological complexities faced by OVC. This includes providing scholarships to assist OVC to transition from community to government schools.

TTL's key purpose is to sustainably improve the quality of education in community schools and institutionalize, in a decentralized way, MESVTEE support to community schools to stabilize their operations. This is being done by providing educational resources, improving teacher skills and school management, and enhancing learner support through community and private sector participation.

Addressing four key task areas, TTL assists the MESVTEE to:

- Promote a favorable environment for MESVTEE engagement at all levels to support community schools
- Promote HIV/AIDS prevention and provide a continuum of educational and financial support to enable OVC to participate in upper basic and secondary education
- Develop the capacity of local community groups and NGOs to advocate for opportunities for children in greatest need
- Support opportunities to engage universities and other institutions in research related to promoting educational opportunities for OVC

II. PROJECT ACHIEVEMENTS DURING THE REPORTING PERIOD

A. Technical

- Trained 1,926 Community School Teachers in the Literacy Instruction program.
(1,003 M / 923 F)
- Provided scholarships to 3,112 additional Orphans and Vulnerable Children
(1,226 Male / 1,886 Female) .
- Finalized Operational Guidelines for Community Schools and submitted to MESVTEE for approval
- Chaired two meetings of the PCC Community School Sub-Group
- Beta-tested Vernacular literacy activities for tablets
- Distributed Vernacular literacy activities as class sets of tablets to 4 Community Schools for 1st phase of testing
- Shot and edited 4 new videos of literacy best-practice for teacher training
- Trained 693 Community Schools Committee members in Community / Household based reading.
- Reviewed TTL work-plan with all 10 Provincial Education Officers.
- Supported ZIC monitoring of at least 80 schools during the period

B. Administrative

- Procurement of 2,200 cellular phones for Community Schools

C. Results Table

Standard & Custom Indicators	LOP Target	LOP Results	Y3 2014 Target	Y3 2014 Prior Results	Y3 2014 Quarter 4	Y3 2014 Cumulative
Number of administrators and officials successfully trained with USG support	5,098 3,292 M 1,806 F	3,576 2,499 M 1,077 F	1,702 1,090 M 612 F	704 * 498 M / 206 F	1,040 815 M / 225 F	1,744 1,313 M 431 F
Percentage of zonal, district, provincial and other MESTVEE entities monitoring community schools systematically	80%	-	60%	-		
Percentage of TTL community schools receiving increased support from the MESVTEE	20% of all com. schools (602. schools)	-	10%	-	50% **	50%
The proportion of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text	TBD	-	-	-		

The number of learners in TTL supported community schools with reading skill gains	500,000 250,000 M 250,000 F	-	n/a	-		
Number of teachers/educators/teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support	11,266 6,686 M 4,580 F	7,903	3,683 2,158 M 1,525 F	2,885 (1,348 M/ 937 F)	1,926 1,003 M / 923 F	4,211 2,351 M/ 1,860 F 114% of target
Number of textbooks and other teaching and learning materials (TLM) provided with USG assistance	612,000	856,534	404,000	401,334	0	401,334 99% of target
Number of Parent-Teacher Associations or Similar "School" governance structures supported with USG assistance	6,100	3,615	1,950	876	693	1,569 80% of target
Number of learners enrolled in primary schools and/or equivalent non-school based settings with USG support	533,710 266,855 M 266,855 F	462,625 227,726 M 243,899 F	400,000 200,000 M 200,000 F	462,625 227,726 M 243,899 F	462,625 227,726 M 243,899 F	Grade 1-6 462,625 227,726 M 243,899 F Grade 1-4 312,716 152,690 M 160,026 F 116 % of target

PEPFAR: # of beneficiaries served by PEPFAR OVC programs for children and families affected by HIV/AIDS	48,000 40% M 60% F	34,151	8,000 3,200 M 4,800 F	4,994 2,433 F 2561 M	3,112 1,886 F 1226 M	8,106 4,319 F 3,787 M 101% of target
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*Number of administrators trained with USG support was over reported last quarter. When verifying data, it was found that many were double counted as two different training activities took place which were both targeting headteachers (1- Literacy and 2- Education Leadership & Management)

**50% of schools received support from MESVTEE under some form (see narrative) in 2014; it has increased from 46% in 2013.

III. SUMMARY OF PROJECT ACTIVITIES

A. TECHNICAL

TASK 6.1 INSTITUTIONALIZE AND ACCELERATE MESVTEE ASSISTANCE TO COMMUNITY SCHOOLS WITH AN EMPHASIS ON IMPROVED READING OUTCOMES (40%)

TASK 6.1A: IMPROVE READING INSTRUCTION IN COMMUNITY SCHOOLS

1. Activities conducted during the quarter

August/September Literacy Trainings

Using the 5th in a series of modules, the August/ September trainings targeting teachers and head teachers who had not yet been trained in this school year were conducted in the six target provinces. The Zonal In-Service Coordinators (ZICs) trained two teachers from each community school in their zones. Being a repeat of the trainings that occurred in April and May, the trainings focused on a summary of the four previous modules with an additional emphasis on the use of distributed reading material and school based assessment. Table 1 illustrates a breakdown of the number of teachers and head teachers trained by province as well as the number of districts covered.

Orientation sessions on short story writing

TTL organized a short writing competition in community schools which received the Total Community Library Boxes (TCLB). The Teacher Development Department carried out a pilot short story writing development program in three languages: Icibemba, Cinyanja and Icitonga in more than 20 schools in three provinces. The main objective of this activity was to build the story writing skills of teachers and learners so that they would be able to produce their own stories to be added into their TCLB inventory. More importantly, teachers would now be equipped to develop additional stories that could be used during instructional time, and to

conduct creative writing activities with their students. This will benefit schools in two ways. First, schools will be better equipped to develop a variety of reading materials, and second, it will allow both teachers and learners to develop and improve their writing skills.



Total Zambia is interested in continuing its partnership with TTL to sponsor the printing of the stories in all the three languages, procure awards for deserving schools, and also pay for language editors. Total Zambia has indicated that they will identify another sponsor to support this activity. Tables 2A and 2B below illustrate the number of teachers and stories written so far.

Table 2A: Number of teachers trained in story writing

<i>Province</i>	<i>District</i>	<i>Number of teachers trained</i>	<i>Number of schools attended</i>
<i>Lusaka</i>	<i>Chongwe</i>	9 male / 3 female	6
<i>Southern</i>	<i>Livingstone</i>	9 male/ 14 female	13
<i>Lusaka</i>	<i>Kafue</i>	1 male	1
<i>Copperbelt</i>	<i>Chingola</i>	10 male / 2 female	6

Table 2B: Number of stories developed

<i>Number of first draft stories developed</i>	<i>Number of final draft stories selected for printing</i>
71	21 (7 for each language).

Develop videos for phones/procurement of phones

This quarter TTL recorded additional videos for use on the mobile phones. Eleven (11) segments were written focusing on fluency, vocabulary, listening comprehension, reading comprehension, phonics and phonemic awareness activities. Thus far seven videos have been shot and are currently being edited.

Two thousand two hundred (2200) phones were procured, and the videos as well as other instructional material (letter sounds; phonemic awareness material) will be uploaded onto the phones during the next quarter.

Development of illustrations for tablet based literacy interactive software

The 89 illustrations for Vernacular literacy activities on tablets have been completed making a total of 107 illustrations altogether. The software includes activities based on phonics, syllables, word making and sentence reading / writing. These illustrations were scanned and uploaded on to 80 (eighty) tablets for pilot testing to assess their durability and ease of use before finalization.

Pilot testing of tablets, Monitoring schools, trainings on Vernacular literacy activities

Four (4) Community Schools in Lusaka province were identified with the help of DRCC and ZIC and trained in the use of the tablets. It was a one day training conducted in the TTL conference room. The objectives of the training were to: 1) Orient teachers, ZIC and the DRCC on how to manipulate the tablets (hands on activity) so that they will be able to guide their learners in the classroom, 2) Orient the participants on the different type of activities, 3) Orient the participants on the type of feedback sought by TTL. The main outcome of this activity was to see improved reading in learners through the use of ICT applications which are learner-centered and in mother tongue. Table 3 below is the list of schools and number of tablets provided to each. The tablets were uploaded with literacy activities and are based on the Ministry's language schedule for Chinyanja. The activities are highly interactive and arranged from simple to complex and focus on initial sound discrimination, blends, syllable making, word making, sentence making and reading a paragraph, all in local language and with local artwork.

Table 3: Tablet pilot testing

Name of Community school	Number of people trained	Number of tablets distributed
Mtendere	2	17
Africa Vision of Hope	2	20
St Thomas Mukambo	2	16
Kalikiliki	2	14
DRCC	1	0
ZIC	1	0
Total	11	67

Community School Teacher Competency Framework

Guided by the principle that teachers are professionals, TTL is working with the MESVTEE (TESS) to produce a framework within which community school teachers will be able to classify themselves by an objective set of standards. A draft Teacher Competency Framework document was sent back from TESS with recommendations and suggestions on how best the competency can be written. The document is expected to be completed during the next quarter.

Incentive program

The TTL Teacher Development team also finalized the incentive program for community teachers, based on the premise that good teaching in community schools, linked to the competency framework, should be recognized as a way to motivate teachers across community schools to strive for the highest professional standards. The incentive program is planned to be funded through Public Private Partnerships.

Additional activities

- TTL oriented 31 Peace Corps Volunteers on the TTL literacy project and vernacular tablet pilot activities so that they can assist with monitoring the pilot phase in 2015 in the Eastern province.

TTL worked on an eEGRA Instruct activity handbook. This activity handbook has activities based on the five key reading competencies (the five reading competencies refer to USAD policy recommendation to “focus on the systematic, language-specific teaching of letters and sounds, and appropriate instructional routines to teach the five major component skills of reading instruction in alphabetic languages: phonemic awareness, phonics, fluency, vocabulary, and comprehension”).

- Will be used by DRCCs to guide teachers after EGRA assessments in school.
- TTL monitored zonal CPD literacy training in Lusaka and Central provinces
- M&E activities (field visits – supervision – data collection – etc.)

-Monitoring of Total Community Library Boxes

Having distributed the TCLB to the communities, TTL developed a tool to use in monitoring the TCLBs to find out if the teachers and communities are utilizing the contents in the TCLB. Table 4 below shows how many schools were visited in each district.

Table: 4

Province	District	Number of schools visited
Lusaka	Chongwe	7 schools
Lusaka	Chilanga	3 schools
Southern province	Livingstone	13 schools
Copper belt	Chingola	9 schools
For the monitoring summary see appendix 5		

2. Synergy / Cross Sectorial Activities / Participation to sectorial activities

TTL was privileged to be involved in the activities of World Literacy Month in all six of its provinces. A banner was developed and sent to the project's provincial offices. The banner was used during all the literacy week events as well as during the display of TLM provided to CS by TTL. Table 5 below illustrates the districts chosen as a venue by MESVTEE along with the activities that were showcased.

Table: 5

Province	District/venue	Activities	Dates
Copperbelt	Mpongwe	Exhibitions of TLM	19/09/2014
Central	Serenje	Reading quiz	19/09/2014
Southern	Lingstone	Reading demonstrations	8/09/2014
Muchinga	Chinsali	radio discussions	8/09/2014
Eastern	Mambwe		19/09/2014
World Literacy month activities in pictures....See appendix 6			



3. Plan for next quarter:

- A roll out of TTL activities to remaining provinces
- Monitoring – both of the Vernacular pilot schools and the use of video on mobile devices.
- Finalize the development of the video content for phones

- Orientation training on the use of video phones to districts (ZICs and head teachers) in phases.
- Finalize the development of tablet literacy interactive software
- Launch study of tablet use in selected schools (pending ACR funds)
- Phone distribution
- Develop and review sustainable strategy for CPD in reading instructions coordinated with partners for Community School Teachers.
- Edit literacy materials (5 modules) to make one whole module for literacy.
- Final distribution of teaching and learning materials left over from the last distribution.

6.1B: COORDINATE AND MAINSTREAM STAKEHOLDER ENGAGEMENT AROUND SUPPORT FOR COMMUNITY SCHOOLS AND OVCS

1. Activities conducted during the quarter

Development of TTL 2015 Work-plan with 10 PEOs

On 6 September 2014, ten Provincial Education Officers(PEO) participated in a workshop to review TTL 2015 objectives and planned activities. PEOs from Northern, Western, North-Western and Luapula provinces were invited as well in order to discuss the scholarship program and to review the TTL roll-out plan for these four additional provinces. The first step of the roll out was the invitation of Northern Province Provincial Education Standards Officer to the E-EGRA Instruct Training in Muchinga. The 2015 TTL Work Plan was successfully reviewed during the workshop, and participants actively contributed to propose improvement for TTL implementation.

Training of PCSCs in supporting reading

Training of Trainers workshops in supporting reading were conducted in select districts in the six provinces. One member of the PCSC from 693 selected community school participated in the training. The objective of the training was to equip participants with knowledge and skills for them to be able to mobilize communities and parents around reading in communities and households.

In order to ensure timely documentation of training activities including payments, TTL organized the training at the District level (instead of at Zonal level in previous instances). However, some members of PCSCs were not able to attend because some travel costs to districts were prohibitive and they were not able to advance the cost.

Development of an advocacy kit

The MESVTEE has the responsibility to provide quality education to all eligible school-going children. However, it has not been able to do so due to various factors. The 2011 Education Act gives legal status to community schools as a type of school in the country. Though the Ministry of Education has established the OGCS policy for community schools, most of the implementation guidelines in the OGCS are not translated into action. For example, support to community schools is largely at the discretion of the respective DEBS.

However, it is a registration requirement for any community school to have a PCSC, which is in turn charged with the responsibility of managing the school on behalf of the community. Ultimately, this committee serves as the link between the school and community.

During this quarter a draft kit for advocacy and resource mobilization was developed for PCSCs. The draft kit is scheduled to be distributed and finalized during the next reporting period. It is intended to be a tool which will help each PCSC to access what is due to community schools by the GRZ, as well as provide advice on mobilizing additional resources from the private sector. The Kit gives guidelines on the steps necessary to move this type of process forward. It also outlines steps to rightfully demand support from the government / MESVTEE for community schools.

School Open Day:

School Open Day was organized in Central Province in Serenje district involving five (5) community schools. The venue was Kamwala Secondary school. The objective of the activity was to enable parents, learners and teachers interact during the day of collecting performance reports and share ideas on how parents can support reading at home to enable children learn to read and write at an early grade and age. All the activities conducted therefore were meant to promote literacy and to urge parents to participate in improving the quality of education. The main activity of the day consisted of parents reading to pupils and vice versa. Best performing pupils were awarded during the open day by the Guest of Honour, the Deputy Permanent Secretary for Central Province Mr Sinyangwe.

Development of Radio Series

In a workshop conducted from 11th to 15th August 2014, forty (40) radio series programs were developed on various messages aimed at orienting community members to their roles and responsibilities. The workshop was attended by Radio Producers from Community Radio Stations in the 10 provinces, which allowed for the project to begin rolling out activities in the additional provinces (Western, North-Western, Northern and Luapula) that are not yet included in current project activities.

During the workshop, the following steps were followed:

1. Provision of an overview of the project
2. Participants were oriented to the contents of the OGCS and more emphasis was put on the roles and responsibilities of community members.
3. Themes were developed from which the radio programs were to be derived.
4. An outline of the script was agreed upon using different formats based on the message to be communicated. The format included: Public Announcement, drama, role-play, discussion, interviews.
5. 40 radio programs were developed.

Inevitably, radio broadcasts will reach more community members and will inform them on their roles and responsibilities in supporting community schools with an emphasis on improving literacy levels among all learners especially at the early grades. The radio programs will emphasize how communities can better support teachers in order to address the high teacher

turnover in CS. The project will pilot some of the developed radio programs in the next quarter before the programming is generalized to all provinces / districts.

Private Public Partnership Strategy

The limited resources in the education sector are a serious challenge to facilitate the quality provision of education across Zambia. Among the four types of schools that exist (Government, Private, Grant-Aided and Community), Community schools provide education to an estimated 20% of primary school learners, the majority of whom are OVC. Most of Community Schools are under resourced and have poor infrastructure, few teaching and learning materials, no trained teachers and sometime no furniture. Given the budgetary constraints of the MESVTEE, the 1996 Education Policy contains a provision for Public, Private Partnerships (PPP). It is in this spirit that TTL, in collaboration with the MESVTEE, developed the PPP Strategy as a platform to partner with the private sector and other institutions or individuals to support community schools to improve their capacity to provide education to learners. The document is being circulated among partners for review and feedback and is expected to be finalized in the next quarter.

2. Plan for next quarter:

- Monitoring the implementation of supporting reading at community and household levels.
- Monitoring the implementation of School Improvement Plans in community schools.
- Finalise the advocacy kit resource mobilization.
- Train PCSC in supporting reading.
- Finalise the platform for private sector to support community schools / OVCs
- Lobbying activities: approach private sector to seek support for community schools
- Awareness Raising / Fund Raising events to support community schools

TASK 6.1.C: PROMOTE THE DEVELOPMENT AND QUALIFICATION OF TEACHERS SERVING IN COMMUNITY SCHOOLS USING PRE SERVICE AND IN-SERVICE TRAINING

1. Activities conducted during the quarter

As indicated in section 6.1.A, this quarter included several teacher training activities that targeted those teachers and head teachers who had not yet been trained by TTL. Given the high turnover of teachers in Community Schools, it is important that basic literacy instruction skills are reviewed regularly. TTL offered a summary module that reviewed the approach to teaching literacy in the early grades and included a focus on assessment of reading skills. This training was aimed at teachers who had not been trained before under TTL.'

TASK 6.1.D: PROVIDE TEXT BOOKS AND INSTRUCTIONAL RESOURCES TO IMPROVE THE TEACHING OF READING IN COMMUNITY SCHOOLS

1. Activities conducted during the quarter

During this period TTL trainers (typically ZICs) made a point to distribute copies of the material used during training sessions so that head teachers would have access to training materials at the school level without having to seek supports and guidance from their usual trainers (the ZICS) or from the district level (the DRCC). In this way, TTL can ensure that materials are not only at the trainer level but also the school level where we expect professional development opportunities to occur at a regular and on-going basis.

TTL conducted a DQA to verify the quality of data on teaching and learning material distribution.

TASK 6.1.F: SUPPORT THE USE OF ASSESSMENT AS AN INSTRUMENT FOR IMPROVING READING INSTRUCTION TO ASSURE QUALITY IN COMMUNITY SCHOOLS
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1. Activities conducted during the quarter

Training on e-EGRA Instruct (23-26 September)

The newly developed eEGRA Instruct instrument is aimed at providing teachers with technical support for literacy instruction based on students' actual reading and writing performance. Following the assessment of a sample of students, the instrument provides immediate feedback to teachers on students' performance in the different reading skills and suggests possible remedial actions. eEGRA Instruct is a formative assessment tool which generates discussion between the assessor and the teacher around reading skills and instruction methodologies. It also allows the comparison of students' performance against Zambian reading standards, and it helps assessors and teachers to assess the level of students against these standards, other schools or other teachers.

During the month of September, (15) PEOs and DEBS officials (11 males / 4 females) were trained on the new instrument in Muchinga province, including the Northern province PESO who was invited as the first initiative to roll out TTL activities in this additional province. All participants were provided an e-EGRA Notebook/Laptop which included a folder with all TTL Training documents and MESVTEE instruments. Provincial and District officials were also trained in how to install eEGRA Instruct software on other Laptops at the province and district in order to generalize usage of the instrument. Unfortunately, it was not possible to continue the training of Standards Officers and District Resource Centre Coordinators in other provinces, as they were all mobilized in September for the preparation of national exams. Training activities will resume early in the next quarter for this group.

Participants in the eEGRA training were very happy to have a tool that would help them to assess learners quickly and also provide them with immediate feedback. They also appreciated the fact that the software on the netbook generates instantaneous reports and suggests activities which the teacher can conduct in order to improve learner performance. Another feature which

was appreciated by the participants was the capability of the software to generate reports to compare performance between student genders, teachers, schools, zones and across different time periods to show improvement or the lack thereof.

School Based Evaluation in the Continuous Professional Development (CPD) program

During the August TTL teacher training activity, teachers were trained on school-based assessment including daily, weekly, monthly and termly assessments. They were also trained on classifying assessment results into performance level descriptors and how to conduct remedial lessons and homework. Resources for developing assessments were provided. These included the syllabus and the National Literacy Framework. These documents were also given in soft copies to PEOs and DEBS to ease future reproduction of the documents.

Monitoring school performance

ZICs have monitored community schools to provide guidance to head teachers and to assess how teachers were implementing both the school based assessment and the skills acquired from Education Leadership and management training. ZICs visited more than 80 schools during the reporting period.

2. Synergy / Cross Sectorial Activities / Participation to sectorial activities

The Examinations Council of Zambia hosted the 32nd Annual Conference of the Association for Educational Assessment in Africa (AEAA) from 11th to 15th August, 2014 in Livingstone. The theme of the Conference was *Educational Assessment in a Knowledge Society*. As the Editorial Committee member of the AEAA Conference who assisted in editing papers for the Conference, TTL Education Leadership and Management Specialist Paul Machona attended.

3. Plan for next quarter:

- Training of Provincial and District officials in the remaining provinces in eEGRA Instruct
- Distribution of e-EGRA laptops to remaining provinces and districts.
- Monitoring training of ZICs in eEGRA Instruct in all 6 provinces
- Training of ZICs, Head teachers and teachers in school based assessment and homework policy and guidelines.
- Monitor schools on school Management, improvement plans and implementation of homework policy
- Monitor classroom-based instruction and assessment for improved reading outcomes.
- Monitor district, zonal and school based trainings, as well as the distribution of Teaching and Learning Materials.

TASK 6.2 IMPLEMENT HIV/AIDS PREVENTION PROGRAMS AND PROVIDE A CONTINUUM OF ACADEMIC AND FINANCIAL SUPPORT TO ENABLE OVC PARTICIPATION IN PRIMARY AND SECONDARY EDUCATION (40%)

1. Activities conducted during the quarter

A total of **3,113 additional Orphans and Vulnerable Children (1,226 Male / 1,887 Female)** have been provided with scholarships between 1st July 2014 and 30 September, 2014.

Payments of Grade Ten Scholarships

During FY14 (school year 2014) 8,107 scholarships have been provided to TTL beneficiaries by both CAMFED and EDC/TTL. The FY 2014 target is 8,000 Orphans and Vulnerable children to be supported with funds to increase their access to education. The breakdown of the target to be supported this period is 4,800 females and 3,200 male. The actual number of scholarship beneficiaries supported for this fiscal year is 8,106 beneficiaries (3,786 male and 4,320 female).

The scholarship beneficiaries were transitioning from grade nine to grade ten and most of them were moving from primary or basic schools to secondary schools. The tracking of grade ten scholarship beneficiaries was done through strong collaboration with the Ministry of Education teams in the provinces. The TTL Provincial Outreach Coordinators liaised with the Provincial Education office teams to track the scholarship recipients. This process cascaded to the district level at the district education boards where the learners had been allocated to specific schools. The POCs visited a total of 324 secondary schools to verify the presence of the beneficiaries in the schools. Once the actual verification had been done, the payments were processed and sent out to the schools.

Training of School Based Selection Committees

In September, a total of 100 School Based Committees were trained in bursary financial management by CAMFED. Since most beneficiaries were transitioning from basic/primary schools to secondary, the school based committees of secondary schools new to the program had to be trained in managing the bursary program. Secondary school accountants from TTL schools were targeted for the training. A total of 16 participants attended from Northern Province, 32 from Muchinga Province, 22 from Western Province and 29 from Luapula Province.

Support Help Desk activities, which include life skills and HIV/AIDS discussions, psychosocial counseling and remedial support for learning

Weekly Help Desk activities led by Teacher Mentors, (guidance and counseling teachers) continued to bolster student achievement and wellbeing this quarter. Help Desk Activities included talks about health, including HIV/AIDS awareness, the right to an education and the risks of early marriages and pregnancies. To support Help Desk activities, 1,890 books have been provided under TTL to Camfed partner schools. A breakdown of the book distribution includes: 720 books in Luapula Province, 630 in Western Province and 540 in Northern Province.

Challenges

- Tracking scholarship beneficiaries who were transitioning from grade nine to grade ten, went on from July through to early weeks of September. As such, the other support services such as study groups and learning circles, SAFE Clubs and help desk activities were affected. Implementation will commence in term 1 of the next school year and in Q1 of the 2015 reporting period.

- The monitoring visits revealed that some schools were not adhering to the guidelines in terms of management of the scholarships. Schools with irregularities will be followed up to ensure that scholarship beneficiaries receive their entitlements.
- The scholarship budget had been drawn using 2010 school fees. However, over the years this has proved to have been under costed as schools revise user fees annually resulting in higher fees. This may require TTL to come up with a ceiling on what to pay out to the schools.

2. **Plan for next quarter**

- Strengthen the help desk for SAFE Clubs
- Strengthen the study groups and learning circles
- Intensify monitoring of scholarships and academic performance of learners
- Monitor OVC support services-guidance and counseling

TASK 6.3 DEVELOP THE CAPACITY OF LOCAL COMMUNITY GROUPS AND ENLIST LOCAL BUSINESS, NGO AND GOVERNMENTAL SUPPORT IN ADVOCATING FOR AND IMPLEMENTING FREE OR INEXPENSIVE EDUCATION INTERVENTIONS FOR OVCs (15%)

1. **Activities conducted during the quarter:**

Meeting of the Project Coordination Committee Sub-Group on Community Schools

The group of community school stakeholders met three (3) times under TTL leadership during the quarter. The main outcome of these meetings was the finalization of the National Symposium on Community School Report, which has been submitted to MESVTEE / Director of Planning and Information for review.

The planned monitoring visit by the CS Steering Committee could not take place as its members were too busy on planning and budgeting activities at the MESVTEE.

2. **Plan for next quarter:**

2 Meetings of Community School Sub-Group

1 Meeting of MESVTEE Community School Steering Committee.

TASK 6.4 ENGAGE UNIVERSITIES AND OTHER ACADEMIC INSTITUTIONS TO CONDUCT TARGETED RESEARCH PROMOTING EDUCATIONAL OPPORTUNITIES AND IMPROVED READING OUTCOMES FOR COMMUNITY SCHOOLS AND OVCs (5%)

1. **Activities conducted during the quarter:**

The major activities undertaken by TTL include preparing for the midline impact evaluation, recruiting and hiring the new TTL Research and Evaluation Specialist, disseminating preliminary

findings from case studies 1 and 2, and advising TTL on the development of new monitoring tools.

Build interest within the Ministry of Education, Science, Vocational Training and Early Education (MESVTEE) and the academic community to conduct research relevant to improving the performance of community schools.

Outgoing TTL Research and Evaluation Specialist and two University of Zambia School of Education research partners presented preliminary findings from case studies 1 and 2 at the Southern African Comparative and History of Education Society conference in Durban, South Africa, 10-12 August 2014. The conference, with the theme of “Education and Development within a Neoliberal Economic Climate,” brought together a broad range of educational and academic stakeholders active in educational development in Africa and beyond – including university academics, policymakers, teacher educators, members of teacher unions, education departments, non-governmental organizations and civil society.

Establish a research and evaluation agenda with the MESVTEE to address questions relating to the quality of community schools (teachers, curricula, availability of resources, etc.) and structural issues that affect the ability of OVC to participate in and benefit from these schools.

Following the challenges reported in the previous quarters, the MESVTEE Research Coordination Committee did not meet this quarter so there are no significant activities to report.

Develop the capacity of MESVTEE and the academic community to implement research and evaluation related to the MESVTEE research agenda

As part of preparing for the midline impact evaluation, the outgoing and incoming TTL Research and Evaluation Specialists and other research and evaluation team members worked closely with TTL and EDC to plan and design three trainings for data collectors (national and provincial MESVTEE staff and recent UNZA graduates) on the three midline impact evaluation tools: Classroom Observation Protocol, head teacher questionnaire, and EGRA. Each 5-day training will include the purpose of the midline impact evaluation, ethics and informed consent, an introduction to quantitative and qualitative research, evaluation questions, different types of evaluations, tool-specific skill development (including piloting the tool), and an introduction to fieldwork documents such as the field guide.

Year 3 mid-line assessment

Final preparations for TTL’s midline impact evaluation were the research and evaluation team’s primary focus this Quarter. The *Midline Implementation Plan* was finalized, which describes the evaluation questions, evaluation methodology (tools and sampling), data collection, analysis and report. This Plan takes into account changes in USAID policy as well as changes in TTL activities and focus since the baseline.

The research and evaluation team worked closely with others at TTL, EDC, and RTI to develop and finalize the evaluation tools: Head Teacher questionnaire, Classroom Observation Protocol, and EGRA. All tools were translated into the three local languages and programmed into *Survey*

to Go. The team developed several other necessary field documents such as a field guide and informed consent forms.

At the end of the Quarter, final logistical preparations were being made for data collection in six provinces and two 5-day trainings began that covered the administration of the head teacher questionnaire and the Classroom Observation Protocol (see task 3 for details).

Success Story

TTL's first two case studies were a long-term collaboration intended to respond to MESVTEE-identified needs both for capacity building and research priorities. Topic selection engaged the Examinations Council, Curriculum Development Center, Directorate for Planning and Information, Research Coordination Committee, and the University of Zambia. The case studies themselves were conducted with MESVTEE and University of Zambia School of Education partners. As a result of this collaborative process, the two University of Zambia research partners submitted, independent of TTL, abstracts to the Southern African Comparative and History of Education Society conference in Durban, South Africa, 10-12 August 2014, both of which were selected. This demonstrated ownership of the research and collaboration by including TTL in their submissions. The outgoing TTL Research and Evaluation Specialist and the two University of Zambia partners presented at the conference, which resulted in an invitation to submit an article to a peer-reviewed journal. This highlights the quality and relevance of the research findings.

Challenges

This Quarter has been a period of extraordinary activity for the research and evaluation team as it was making final preparations for the midline impact evaluation with last minute changes such as the introduction of the EdData IQC parallel data collection, which caused delays in finalizing EGRA, timing of data collection, and last minute changes to TTL's data collectors.

3. Plans for the next quarter

The next quarter the research and evaluation team will be fully engaged in the midline impact evaluation. Activities include three 5-day data collector trainings on each of the three tools, immediately followed by 9 weeks

Monitoring & Evaluation

1. Activities conducted during the quarter:

The TTL M&E team worked on compiling Scholarship data for the PEPFAR report and on preparing for the Teaching and Learning Materials (TLM) distribution data quality audit and MESVTEE support to community schools survey.

MESVTEE support to community schools survey: The team reviewed the data collection tool for assessing the increase of MESVTEE support to community schools. This was followed by data collection in 19 districts of the six provinces where community school activities are being

implemented. Data collection was done through review of MESVTEE school support documentation at district level.

TLM distribution data quality audit: The team reviewed data collection tools and procedures for the TLM distribution data quality audit. Distribution documentation at the head office was reviewed and 19 districts were visited where interviews with people responsible for distribution and data trails were conducted.

1. M&E Activities for Scholarship Program

CAMFED Data Quality Audit

A Data Quality Audit was conducted for the Camfed supported scholarship program. The audit involved desk review of project documents, reports and data at CAMFED head office and visits to selected schools. Schools were selected based on the desk review findings. Twenty eight schools were covered in eight districts (Kasama, Chembe, Samfya, Mansa, Mongu, Sioma, Kaoma and Senanga). The following specific activities were conducted during the field visit:

- Interviewing of key staff involved in administering of the scholarships at school level;
- Recounting of the recorded numbers from available source documents and comparing result to the numbers reported by the site; and
- Verifying of the actual delivery of the scholarships.

2. M&E Activities for the Community Schools Program

ZIC monitoring

Zonal In- Service Coordinators in Lusaka, Copperbelt and Southern Provinces monitored community schools in their zones. The project provided the (ZICs) with transport allowances of K50 per day to enable them monitor distant community schools. The ZICs monitored schools using the MESVTEE classroom observation tool and TTL community school monitoring tool. This activity will be done every term and the target is to cover all community schools at least once per year.

The main areas of observation by the ZICs were the followings:

- Early grade reading instruction observation
- Monitoring of Teacher Learning Circles activities
- Assessment of Community Mobilization
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2. Plans for the next quarter

- Termly scholarship and community school monitoring
- Complete scholarship and community schools activity support documents recovery
- ELM & OGCS trainings data quality audit

B. ADMINISTRATIVE

Mr. Stefan McLetchie is the new TTL Deputy COP and Teacher Development Specialist and has arrived at post on July 12, 2014.

All TTL personnel received a security orientation provided by EDC Security Specialist Mr. Ira Russ who visited Zambia.

IV. CHALLENGES AND PLANNED RESPONSE

Challenge:

TTL main challenge remains the financial and administrative monitoring of training activities conducted in 57 Districts, 462 Zones and 2,200 schools. Added to the continuing tracking of scholarship beneficiaries transition from primary to secondary schools, it has stretched out TTL human resources.

Planned response:

Since all scholarship beneficiaries have now been identified / selected, activities will resume as normal in the next quarters.

V. ANNEXES

1. Success Stories
 2. Table of school support
 3. Community School Teacher Competency Framework (draft)
 4. eEGRA Instruct handbook
 5. PMP
 6. TTL 2015 workplan
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